

**MOOD AND MODALITY SYSTEMS REALIZED IN EFL TEACHER-STUDENTS
CLASSROOM INTERACTION DURING DAILY ASSESSMENT****Sri Asti Ramdhani¹⁾, Andi Rustandi²⁾**^{1,2}English Department, Galuh University Ciamis, Indonesia
e-mail: astiramdani25@gmail.com¹, andru.unigal@yahoo.co.id²**Abstract**

This study aimed at investigating the relationship between the teacher and her students which is revealed in the classroom interaction and investigating the implication of Mood and Modality towards language learning. Mood and Modality systems which relate to the interpersonal meaning could reveal the role and relationship between the interactants (Eggs and Slade, 1997, p. 49). This study employed qualitative discourse analysis to analyze the data which were recorded by the writer into Mood types, Modality system, frequent Subject choice, and speech function. The participants in this study were the teacher and her students of 10th and 11th grade of a senior high school in Ciamis. The results of this study showed that the teacher played her role as information giver. Besides, the teacher also showed her authority to lead the classroom activities by producing imperative clause. Furthermore, this study could improve the EFL students' speaking skill and critical thinking by interacting with their teacher in the academic setting at which academic setting was a good place to learn and practice the grammatical English.

Keywords: Classroom interaction, Modality, Mood**I. INTRODUCTION**

Classroom interaction which is either a second language (ESL) classroom or a foreign language (EFL) classroom plays significant roles in acquiring the knowledge. Students have to be involved in the classroom activities in order to undergo the classroom interaction so that the students can increase their knowledge including the pronunciation and others by conducting the good communication of classroom interaction.

For the present study, the classroom interaction is a main subject which will be analyzed by the writer particularly in daily assessment. It is because the conversation will be occurred two-ways direction between teacher and students in this event. Furthermore, Rustandi et al., (2017, p. 240) stated that the term classroom interaction refers to the interaction between teacher-students and students-students in terms of language use during teaching and learning process in classroom. Based on statements aforementioned, classroom interactions mean a way process to influence each other in pedagogical interaction. Thus, the teacher can deliver the messages meanwhile the students can acquire the teacher's statements related to the knowledge discussed.

Moreover, The daily assessment is as mandated by the 13th National Curriculum in Indonesia which is revealed by *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia* (henceforward PERMENDIKBUD RI) nomor 66 Tahun 2013

tentang Standar Penilaian Pendidikan states that the assessment must cover the knowledge assessment, product assessment, and portofolio. Furthermore, Sarosdy et al., (2006, p. 131) stated that assessment is the activity which involves testing, measuring or judging the progress, the achievement or the language proficiency of the learners. Thus, classroom assessment is important to be conducted. This is in line with the statement revealed by Saefurrohman et al., (2016, p. 82) which stated that the importance of classroom assessment has been increasingly recognized since the change of old curriculum paradigm into the newest concept of curriculum that places students as the center of learning.

In harmony with the EFL classroom interaction, the analysis of social relationship have been revealed by Halliday and Mathiesen (2004; 2014) based on functional grammar perspective. In Systemic Functional Grammar, there are three meanings which focus on different topic. They are ideational meaning, interpersonal meaning, and textual meaning. The focus of present study is to analyze the interaction and or expression of a point of view that is discussed in interpersonal meaning at which it refers to the analysis of Mood and Modality system. The definition of Mood and Modality can be traced through the following explanation.

As revealed by Eggs and Slade (1997, p. 74), Mood concerns with the major patterns which enact roles and relationship. Moreover, they (1997, p. 98)

highlight that Modality refers to a range of different ways in which speakers can temper or qualify their messages. The focus of the present study is to analyze the text based on mood and modality systems. This study reveals in which way the interactions run between the interlocutors. Thus, interpersonal meaning or Mood and Modality systems can be utilized to interpret meaning about roles and relationship.

In this study, besides analyzing mood and modality systems, the writer also revealed the speech function. Eggins and Slade (1997, p. 183) asserted that speech function is associated with a typical mood structure. The statement goes along with declarative mood in clause; question deals with interrogative; command relates to imperative; offer refers to modulated interrogative; and answer is with elliptical declarative. Meanwhile, acknowledgement, accept, and compliance refer to minor clause (or non-verbal). Moreover, in order to derive deeper sense of interpersonal meaning, the writer also counted frequent Subject choices used by the teacher and her students in the interaction to clarify their social relationship.

Several studies have been conducted towards interpersonal metafunction for instance: Yuliati (2013); Nur (2015); Saefurrohman (2016); and Heydarnia et al. (2015). Generally, several studies aforesaid focus on analyzing interpersonal metafunction either in written or in spoken. The previous studies conducted by Nur (2015), Saefurrohman (2016) and Heydarnia et al., (2015) are dissimilar to the present study. Meanwhile, the previous study conducted by Yuliati (2013) is similar with the present study at which she focused on analyzing interpersonal meaning through verbal communication in academic setting. Thus, the writer tries to fill in the gap by conducting the study related to the Mood and Modality systems in the EFL teacher students classroom interaction particularly during daily assessment at which daily assessment can not be separated from classroom activities in academic setting so that the conversation in daily assessment is worth to be analyzed.

II. METHODOLOGY

In collecting the data, the writer recorded the videos in two sessions of daily assessment. In recording the

videos, the writer was not involving in, hence the writer could pay attention to the classroom interactions. In the present study, the writer selected an English teacher and her students grade 10th and 11th of a Senior High School in Ciamis. The participants are purposively selected because they conduct the classroom interaction in the daily assessment as well as it is supposed to be analyzed by the writer. Furthermore, according to Cresswell (2012, p. 16), in purposeful sampling, researchers intentionally selected individuals and site to learn or understand the central phenomenon. In line with the statement aforementioned, an English teacher of this Senior High School as a research site undergoes the EFL classroom interaction with her students by using dominantly English Language. Thus, the condition is suitable for the writers to conduct the study.

There is a different number of students involved in the classroom. In the first session, there are only 29 students joined the classroom from total 35 students. The reasons are that they could not attend to the school because of sick and the rests had another business. Meanwhile, there are 32 students joined the classroom from total 35 students in the second session. Similar with the first session, the reason is because of sick or another business. However, the students who joined to the classroom were not all participated to the interaction. The reasons were because of the lack communication, or students' activeness in classroom interaction. There were 12 students who are involved in the interaction from total 29 students in the first session, whereas there were 13 students who are joined to the communication. In both sessions, the teacher mostly talked related to the previous assignments given by her, and she also explained about the assessment itself.

III. DISCUSSION

The topic in the first and the second session are the same. Those are related to the concerned material that would be assessed. After gaining the data, the data then were transcribed into written form, so that the writer could analyze the realization of Mood, Modality, and frequent subject choice along with the speech functions such suggested by Eggins and Slade (1997). Then, the following table represented the examples of the interactions which realized Mood and Modality along with the speech function.

Table 1: The realization of Mood and Modality systems along with speech functions

Clause	Speech functions	Mood / clause type(s)	Modality	Subject	Realization	Turn / Speaker
55	command	imperative mood: full		(student)	Now... please... a... go out. [point out the door]	52 / T
56	command	imperative mood: full		(student)	Wait outside.	
57	statement	declarative mood: full	median modulated: obligation	you	You will be test by Ms. ().	

As can be seen in the table above, the teacher produced the clauses which covered imperative clause which functioned as command; and declarative clause which functioned as statement. Besides, in the clause 57, the teacher also conveyed the median degree of modulated obligation. Moreover, this talk

dealt with the previous assessment which had not done by the students, then they were ordered to have the previous assessment with the co-teacher. In clause 55 and 56, the teacher produced imperative clause which functioned as command. Then, the segmentation analysis was as follow.

cl. v	Now...	please...	a...	go	out.
	Adjunct: Circumstantial	Adjunct: Comment	Adjunct: Holding	Predicator	Adjunct: Circumstantial
	Res-			-idue	

Figures 1: The segmentation analysis of imperative clause

cl. vi	Wait	outside.
	Predicator	Adjunct: Circumstantial
	Residue	

Figures 2: The segmentation analysis of imperative clause

In both figure 1 and 2 above, the clauses were produced by the teacher, so that it related each other. Both of them consisted of residue elements. In figure 1, the residue elements covered Predicator and Circumstantial Adjunct while Comment Adjunct and Holding Adjunct were not categorized in mood or residue. Moreover, in figure 2, the residue elements covered Predicator and Circumstantial Adjunct.

Furthermore, clause 57 of table 1 above was declarative clause which functioned as statement. Besides, it also categorized in the median degree of modulated obligation. This is because the teacher stated the statement instead of command while her students had to obeyed it. Then, the segmentation analysis of clause 57 was as follow.

cl. vii	You	will be	test	by Ms. ().
	Subject	Finite	Predicator	Complement
	Mood		Residue	

Figure 3: The segmentation analysis of imperative clause

As can be seen from the table above, the clause consisted of mood and residue elements at which mood elements covered Subject and Finite, while residue elements covered Predicator and

Complement. Furthermore, the results of the data analysis from the first session was displayed in the table below along with its interpretation as suggested by Eggins and Slade (1997, p. 110).

Table 2: Results of interaction analysis from first and second session

Mood (clause types)				First session		Second session	
				T	Students	T	Students
number of clauses				139	36	95	41
declarative	full	statement		19 (20%)		19 (20%)	4 (10%)
	elliptical	acknowledgement		2 (1%)	1 (3%)		1 (2%)
		statement		16 (12%)	12 (33%)	8 (8%)	1 (2%)
		answer			8 (22%)		14 (34%)
polar interrogative	full	question		10 (7%)		4 (4%)	
	elliptical	question		7 (5%)		7 (7%)	
WH-interrogative	full	question		6 (4%)		1 (1%)	
	elliptical	question		4 (3%)		1 (1%)	
imperative	full	command		16 (12)		20 (21%)	
incomplete		statement		6 (4%)		5 (5%)	
minor		statement			1 (3%)		
		question		16 (12%)		7 (7%)	
		acknowledgement		10 (7%)	2 (6%)	11 (12%)	3 (7%)
		compliance					2 (5%)
Modalized							
probability	full	statement	high	1 (3%)			
			med	2 (7%)		1 (20%)	
			low	1 (3%)			
usuality	elliptical	statement	high				
			med	1 (3%)			
			low	3 (10%)			
	full	question	low	4 (14%)		1 (20%)	
		statement	low	4 (14%)			
		command	med	1 (3%)			
Modulated							
obligation	full	statement	High	1 (3%)			
			Med	4 (14%)		2 (40%)	
			low				
		question	med	1 (3%)			
inclination	full	question	Med				
			Low				
capability	full	question		2 (7%)			
		statement		4 (14%)			
Total no. of modalities				29		1 (20%)	
non-verbal moves				1	4	5	3
non-transcribable segments of talk					1	2	
Other language besides English				9 (6%)	7 (19%)	10 (10%)	4 (10%)

Most frequent Subject choice	<i>I 5</i> <i>We 7</i> <i>You 48</i> <i>Various</i> <i>3rd</i> <i>person sg</i> <i>29</i> <i>3rd</i> <i>person pl</i> <i>6</i> <i>There 3</i>	<i>I 6</i> <i>Various</i> <i>3rd person</i> <i>sg 13</i>	<i>I 5</i> <i>We 2</i> <i>You 30</i> <i>Various</i> <i>3rd</i> <i>person sg</i> <i>24</i> <i>3rd</i> <i>person pl</i> <i>2</i> <i>There 1</i>	<i>I 8</i> <i>Various</i> <i>3rd person</i> <i>sg 7</i>
------------------------------	---	---	---	--

Table above represented the results of Mood and Modality systems used by the teacher and her students in the first and second session. As can be seen from the table, the table showed the number of clauses used by interactants during the conversation. In this occasion, the clauses were mostly produced by the teacher. She produced the clause twice of the total amount generated by all students in the classroom. From the data gained by the writer, the reasons were because the teacher much explained related to the assignments and assessment and also commanding the students.

Based on the results aforementioned, the Mood types that got the highest number in the first session was different from the second session. In the first session, the teacher mostly produced declarative clause which functioned as statement (24%). Thus, it affected to the students so that her students also mostly produced declarative clause which is functioned as acknowledgement and statement. It meant that the students responded to the teacher's statement so the interaction between teacher and her students kept going on. In relation to the evidence at which declarative clause was the most dominant clause produced by the teacher, it indicated that the teacher built and initiate the interaction as her role in the classroom to lead the classroom activities. Besides, in this context, at which in daily assessment, the teacher mostly explain about the methods and rules used during assessment.

Moreover, in the first session, besides giving the explanation by conveying the statements, the teacher also commanded the students to do something or prohibited students to do something (16%). It can be caused by the setting of this study was in the classroom during daily assessment, so that the teacher avoided the students to cheat or discuss with their friends. This showed that she emphasized the students related to her role as a teacher to guide the students. Besides, by using high imperative, this can be recognized that she showed her authority in the classroom so that her relationship with her students

was not too close as well as a friend. In the meantime, the teacher also invited the students to join the classroom interaction by directly asking the question about the assignment and assessment. Then, the students answered by producing elliptical declarative clause functioned as answer. In contrast, in the second session, the most dominant clauses produced by the teacher was imperative clause functioned as command (21%), then declarative clause (20%) occupied the second highest place after the imperative clause.

As for modality system, which is the degree of certainty and obligation, the teacher also used it while the students were not. In the daily assessment, the teacher tended to explain, ask, and command the students while the students only responded it. Thus, in this context, the modality system was only produced by the teacher. In their talk, the teacher used modalization to express the opinion to make the students certain about something. Besides, the teacher also revealed the degree of usuality in her talk to denote her habit in a particular occasion. Moreover, the teacher also used modulation to express obligation and capability while inclination was not used both in the first and the second session.

In addition, the Subject choices used by the teacher and her students also determined the interpersonal meaning which is realized in the interaction. The usage of various third person singular which refers to "it", third person plural, and "there" indicated that both the teacher and her students discussed about a certain topic. Moreover, Subject "I" was also chosen by the teacher and the students very frequent. This indicated that they did not only completely talked about the others topic but also talked about their selves. In this context, the teacher and her students did not always choose Subject "I", but also they produced Subject "we" which refers to the students and the teacher. It can be caused that the teacher and the students had a same goal in their talk and made them as part of each other. In addition, the Subject "you" was also chosen by the teacher dominantly. It is

because the Subject “you” is implicitly presented when the teacher produced imperative clauses commonly. It is in harmony with Eggins and Slade’s (1997, p. 88) statement which stated that the omission of the Subject in an imperative occurs because all imperatives are implicitly addressed to the addressee, i.e. there is an implicit “you” acting as Subject for all imperative.

Therefore, all Mood types were used in the interaction both in the session one and the session two. The Mood types produced by the speaker in both session had various speech functions along with the various degrees of modality. However, degree of inclination of modulation was not used by the speaker as revealed aforementioned by the writer. Above all, the topic talked by the participants in both session is the same, that is related to the assessments. During the classroom activities, there were some students who did not join the interaction because not all students were the active students, i.e. some of them were lack in speaking in English or other reasons.

Moreover, the second results of this study dealt with the implications which was represented by the present study towards EFL learning. Thus, besides figuring out the realization of interpersonal meaning in teacher-students classroom interaction, this study also figured out the implications toward language learning particularly during daily assessment.

The implication of this study towards language learning is that interpersonal meaning could be used to measure role and relationship between the teacher and her students in the classroom particularly in classroom assessment. It indicated whether the interaction could engage the students or not so that they could enhance the speaking skill and also critical thinking. By practicing with their teacher either in classroom or outside classroom; and either during language learning activities or during daily assessment, the students and the teacher also can be closer and know each other, so that it can avoid the students to break the rule which is applied by the teacher. Furthermore, it could motivated the students to be active in the next interaction so that they can respond to the teacher’s talk fluently. Moreover, this study also could provide real interaction for the students so that they know how to implement what they have got at classroom in the real interaction.

IV. CONCLUSSIONS AND SUGGESTIONS

This paper takes the EFL teacher-students interaction during classroom assessment as a sample to elucidate the role of interpersonal metafunction. Based on the data analysis and the results of the study,

whether the teacher or the students conveyed the speech functions during the interactions. From the discussion above, it can be conclude that different uses of mood, modality, and frequent Subject choice can convey different levels of interpersonal meaning: different status, purpose, meaning and relationship between the teacher and her students.

Finally, the gap between the teacher and the students affect to the students’ contribution in the classroom interaction, so that it can prevent students to develop their English skills and ability. Furthermore, it is suggested for the students to practice their English particularly with their teacher in order to strengthen the relationship, so the students will not hesitate to join the interaction which will improve their English skills and abilities.

Therefore, it will be better for the next researchers to pay close attention in recording the video so that the interaction between the teacher and her students can be recorded well. Then, it can eases to analyze the data. In addition, the next researcers are also expected to observe the student-student interaction in the classroom besides teacher-students interaction in order to enrich the data.

REFERENCES

- Cresswell. J. W. (2012) *Educational research: Planning, conducting and evaluating quantitative and qualitative researc* (4th ed). USA: pearson Education.
- Eggins, S., & Slade, D. (1997). *Analysing casual conversation*. Wellington House, 125 Strand, London.
- Halliday, M.A.K., and Mathiessen, C.M.I.M. (2004). *An introduction to Functional Grammar* (3th ed). USA: Oxford University Press.
- Halliday, M.A.K., and Mathiessen, C.M.I.M. (2014). *Halliday’s Introduction to Functional Grammar* (4th ed). USA and Canada: Routledge.
- Heydarnia, R., & Aidinlou, N. S. (2015). A comparative study of mood and modality in academic writing: male vs. female authors of research articles in applied linguistics. *International Journal of Scientific & Engineering Research*, 6(6), 87-96. Retrieved from: <https://www.ijser.org/researchpaper/A-comparative-study-of-mood-and->

modality-in-academic-writing-male-
vs-female-authors.pdf

- Nur, S. (2015). Analysis of interpersonal metafunction in public speeches: a case study of nelson mandela's presidential inauguration speech. *The International Journal of Sciences*, 30(1), 52-63. Retrieved from: <https://www.tijoss.com/3oth%20volume%20tijoss/shakila.pdf>
- Rustandi, A. & Mubarak, A. H. (2017). Analysis of irf (initiation-response feedback) on classroom Interaction in efl speaking class. *Journal of English Education, Literature, and Culture*, 2(1), 239-250. Retrieved from: <http://jurnal.unissula.ac.id/index.php/edulite/article/view/916/766>
- Saefurrohman, & Balinas, E. S. (2016). English teachers classroom assessment practices. *International Journal of Evaluation and Research in Education (IJERE)*, 5(1), 82-92. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1094623.pdf>. Accessed on February, 10th 2018.
- Sarosdy, J., Bencze, T. F., Poor, Z., Vadnay, M., (2006). *Applied linguistics i for ba students in english*. Bölcsész konzorcium.
- Yuliati. (2013). Interpersonal meaning negotiation in the teacher-student verbal interaction. *The International Journal of Sciences*, 11 (1), 52-60. Retrieved from: <http://download.portalgaruda.org/article.php?article=445214&val=5680&title=INTERPERSONAL%20MEANING%20NEGOTIATION%20IN%20THE%20TEACHER-STUDENT%20VERBAL%20INTERACTION>